



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Laurencekirk School

LAST UPDATED: 14 November 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

Laurencekirk Primary

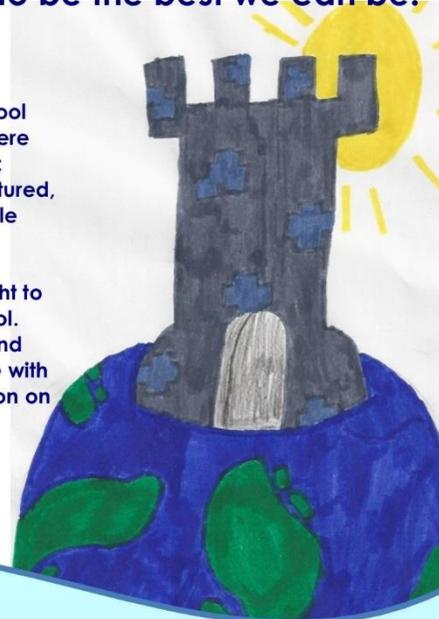
Our Vision

“Working together to be the best we can be!”

Our Values

At Laurencekirk Primary School we aspire to be a school where everyone has the right to be; safe, healthy, achieving, nurtured, active, respected, responsible and included.

Parental and community involvement is actively sought to enhance the life of the school. Our children have a voice and we respect their voice in line with the United Nations Convention on the Rights of the Child.



Our Aims

Laurencekirk Primary aims to enable our pupils to become:

Confident Individuals

“I matter”

Achieving Pupils

“I can do my best.”

Responsible Citizens

“I care.”

Effective Contributors

“I play my part.”

Laurencekirk School is in South Aberdeenshire serving the Mearns rural community. It is the largest primary school in the Laurencekirk Community Learning Network with 13 Primary classes, (discrete and composite) and 2 Nursery classes. Children total 362. The school provides enhanced provision in a mainly inclusive setting for the network and has the opportunity to provide enhanced provision and extended hours in the Nursery setting. Within the broad curriculum the school has achieved Woodland Trust Green Tree Gold Award School, Eco Schools Flag and Rights Respecting School Level 1 status. We promote cycling to school and as such are a cycle friendly school. We have a dedicated parents group who offer instruction to P5 and P6 for Bikeability. Our cluster secondary school is Mearns Academy.

We have 1 Head Teacher, 2 Depute Head Teachers, 1 Principal Teacher, 15 class teachers, 4 Support for Learning Teachers, 1 Intervention and Prevention teacher and 12 support staff including our office. We also have access to 1 Principal Teacher of Early Years for mainstream and extended provision. In our Nursery we have 2 Lead Early Years Practitioner and 6 Early Year Practitioners. Our Visiting Specialists include teachers in Art and Drama. There is a strong collegiate ethos throughout the school with a focus on Visible Learning, the importance of stretch mistakes and the determination to be all we can be.

Members of the community are welcome in the school and parent helpers are often seen helping with resources as well as running extra-curricular clubs. This provides the community with a sense of belonging as well as ownership in developing and nurturing their learners. Our Principal Teacher is working hard to engage all staff in the whole education of the child by working with teachers to take part in extra-curricular activities. The Parent Council has recently completed a whole community review on our school uniform and issued guidance to parents to help their child feel fully inclusive in the school.

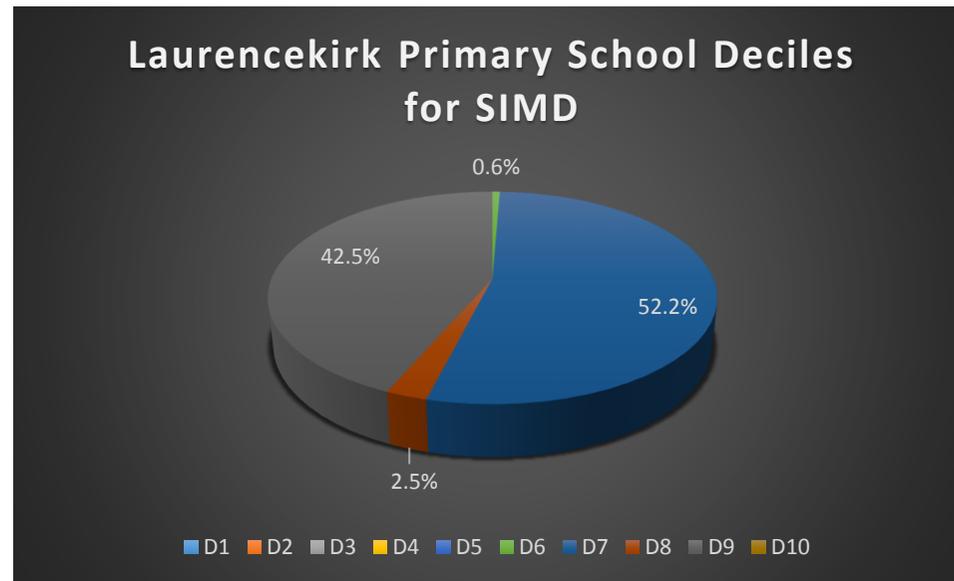
The original school building was built in 1999 and is an open plan school. In August 2017, we were given access to our new building which has 3 classrooms, an extended Nursery, Sensory Room and Life Skills Room. There is also an area for Laurencekirk Out of School Club and The Friday Lunch Club. We are very excited to be working with these community organisations and look forward to reaching out and providing a partnership that will benefit all.

We adopt a “reach out” model in the school where most children who could be deemed traditionally as needing Enhanced Provision are supported in class by PSAs, Additional Support for Learning, their class teacher and their peer group. Extra-Curricular activities may have a focus on social learning that is directed at children who have Additional Support for Learning Needs but are not exclusive to them – thus creating an environment where all are welcome. Although our catchment area has a predominately affluent area with SIMD index of 5 and above, we look at the individual and have introduced Positive Mindset and Visible Learning to instil a greater understanding of failure being a learning opportunity rather than an end to all learning. All teaching and support staff identify the target of the week in children and highlight this to them through our House system. Children and adults are expected to ‘live’ the rules and targets of the school and are able to highlight these qualities in each other. The school has Green Flag status and recently had this renewed, and RRS Level 1. It continues to work to promote a Cycle Friendly area with all children in P7 being given the opportunity to learn how to cycle to school safely. Pupil Council (Nursery to P7) ensure that the wider area and world is thought about in our learning and teaching. They use fundraising as well as lead church services, highlighting those that are less fortunate. The school has developed a clear, robust policy on supporting children and families. This policy allows parents to have a direct line of contact with a member of management who is “Head of House” for their child. Having this framework allows the parent to have a regular person they can contact, other than the teacher and allows the child another person to reach out to. Support for Learning tracks the development of children and meets with the Supporting Learners Team to discuss greater integration into the mainstream classroom. Enhanced Transition in Primary 6 & 7 is involves working with Support for Learning and Mearns Academy to ensure children are ready for their move to secondary education.

Laurencekirk is a Total Communication School and the first in Aberdeenshire to achieve the Bronze Award in



We believe that all children should be able to communicate effectively with all staff and vice versa. We use symbols in all communal areas, as part of our class timetables and when giving instruction. Approximately 90% of our staff are trained in Makaton and we actively use it in class and at assembly.



Analysis of the Scottish Index of Mass Deprivation data shows that no child lives in the worst areas of deprivation in Scotland (1-2) and that of the children in Decile 6 (the school's most deprived), all children are on track to achieve levels appropriate to their age and stage in Maths, Literacy and Health and Wellbeing.

Although Laurencekirk does not have any children who are classed as in the worst areas of deprivation in comparison to Scotland, we believe that all children are entitled to the best education and to be the best they can be and as such we will continue to monitor those children who are in our worst areas of deprivation to ensure their needs are being met.

NB: Due to the small number of children in Decile 5 & 6 the school has not released the number of children as this may identify individuals. Due to some addresses not being in databases (normally new addresses), this data will not add up to 100%

Pupil Equity funding (PEF)

The Scottish Government has recently provided a substantial amount of money to Scottish Schools to raise attainment in schools.

“ In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties.”

<http://www.gov.scot/Resource/0051/00517052.pdf>

Laurencekirk School has employed an Early Intervention Early Years Practitioner to provide the best start for children who have been identified as requiring additional support to meet key milestones in literacy. This will allow us not only to provide early opportunities in phonics and reading whilst freeing up resources in later stages by redeploying our Support for Learning staff in other areas in the school. With the employment of this member of staff, it has also allowed us to create priority for children in P5-7 who should receive PEF to receive more Support for Learning time.

An important part of PEF is to ensure that it is sustainable. Therefore, the staff will be provided with opportunities to develop their skills in teaching mathematics through a resource called Numicon.

To make our money go further we will also work closely with the Laurencekirk Cluster to provide extra curricular resources across the full cluster. It should be noted that poverty does not solely relate to money but also poverty through lack of public transport.

Baseline assessments will take place with children to ensure that we are providing a positive difference through our impact. This means that we will also use professional judgement and feedback as well as a variety of assessments throughout the input to make sure we are closing the attainment gap.

Within the Laurencekirk Community School Network we have also employed another Pupil Support Worker to support children and families in school.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Overview:

(narrative across this theme and various QI's)

Clear remits are in place for the SLT and shared with all staff. Teachers were encouraged to provide leadership in the classroom setting by developing Growth Mindset through Dweck and Nottingham's approach. All staff were provided with Career Long Professional Learning through inservice with James Nottingham, Aberdeenshire Educational Psychology Service and dedicated reading time to encourage research into Dweck's thinking. Focused assemblies ensured that the school moved forward together to develop a deeper understanding of Growth Mindset whilst providing teachers the opportunity to lead learning in the classroom.

A small test of change took place with Pupil Support Assistants leading learning in Life Skills. PSAs supported children in soft start breakfasts, outdoor learning with vulnerable children and development of real life skills.

In the Nursery, Early Years Practitioners continue to lead learning in developing family learning by planning home packs, linked to literacy, numeracy and health and wellbeing. This was then developed into planning and delivering parental workshops on how to support learning in the home environment.

Health Week has promoted community involvement and developed relationships with partners to support our children in the development of their health and wellbeing.

The teaching staff have worked together as one to evaluate and make changes to the planning structure of the curriculum to best meet the needs of the children. Planning has been paired back to ensure that it is succinct and relevant with minimal bureaucracy. Discussion around breadth, balance, depth and good practice of using the learning walls took place and changes have been made to ensure consistency at class level and between stages.

The school is focused around using HGIOS4's challenge questions to evaluate planning, as well as evaluate management. The nursery use relevant QIs from HGIOELC to collectively evaluate practice and identify next steps.

Children's successes are highlighted at class level and via a digital platform. Nursery use home achievement sheets to allow sharing of success as part of their electronic profiles. Tracking of achievements in Extra Curricular activities (at school) takes place to identify children at risk of missing out.

Support for Learning and support staff are empowered to self-reflect and make changes to their practice in our very dynamic cluster. Staff have discussed how to develop sensory resources and meet the needs of children with many different challenges.

Children's voice is very prominent in the Nursery environment with planning, delivery and evaluation clear in the development of learning. Planning also responds to observations. Children in the school respond to a key question set by the teacher to allow them personalisation and choice in Interdisciplinary Learning.

Staff have a self-sustained Social Committee to help balance work and enjoyment. The committee is responsible for celebrating staff success, celebrations in life and being supportive during staff times of need.

A clear set of values is displayed around the school and the rationale, created by stakeholders is in its first form. A working group model has been adopted in the school to scope ideas and research methodology and ways forward. Nursery is part and parcel of school development and becoming more inclusive in the decision making processes of whole school issues. Nursery is always represented at whole staff meetings. Development in learning focuses on key documents in Early Education and Childcare and links are made to GIRFEC, Building the Ambition and the HGIOELC.

Staff voiced via a Quality Improvement Visit that they preferred a whole staff working group to address and develop the School Improvement Plan.

Development of a whole staff responsibility to learning continues with support staff taking an active part in developing their own skills in how to support learners as well as being in a trusted position to make informed decisions where they are supported. Teachers feel supported by decisions they make and are beginning to question change and ensure impact is at the forefront of development.

Resource and financial management is centred around the School Improvement Plan and CLPL is beginning to be focused around this as a priority. CLPL is more focused on teachers' individual development.

Leadership at classroom level involves clear discussion with SLT around pupil attainment, links to professional judgement v standardised scoring and discussions around progress and challenge linked to benchmarks and frameworks takes place termly to ensure progress is tracked.

PRD and EAR are offered to every member of staff to encourage reflection and planning of CLPL for the year ahead.

Most Support Staff have developed an enriched leadership approach, being able to identify needs within the class and have a positive influence in their timetables as well as in the input to give to children. This has been apparent in the play environment in the playground. It would benefit learners and professional development to promote leadership in PSAs in the learning environment.

Key strengths:

- Learners developed a growth mindset and develop at their own pace, within their own learning but according to benchmarks and frameworks. Learners are encouraged to engage with the curriculum planning process to identify previous learning and have an active part in personalisation and choice.
- Staff opinions are valued and have a clear voice in developing the leadership of the school including how it moves forward with the school improvement plan.
- Pupil Attainment and Planning Meetings are clearly structured and in-depth discussion regarding all learners, with a focus on learning, benchmarks and how standardised data meets professional judgement in order to move forward.
- Support Staff have a clear understanding of the children and are kept informed of any needs for class and unstructured times.

Identified priorities for improvement:

- Staff to take an active part in the school improvement plan, linking to key documents and being leaders in taking forward national priorities through working group models.
- CLPL and EAR to be developed to self-evaluate through improvement in self, school and authority.
- Key workers (Nursery Staff) to take part in Attainment Meetings to develop knowledge of continuity and progression across early level in literacy and numeracy.

- To develop the support staff leadership role in sensory awareness.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
1. Staff to be encouraged to reflect on their practice and role, including the use of their CLPL, using SSSC documentation/GTCS documentation or EAR documentation. (Dependent on PRD)	Staff are positive about their direction of professional pathway whereby they feel that challenge is crucial developing a robust and rigorous education that meets the needs of all learners.	Staff are able to receive and act upon constructive feedback, creating small tests of change in their classroom environment. Staff are willing to give constructive feedback to their peer-group for the benefits of learners.
2. Nursery staff to engage closely with the literacy and numeracy early level benchmarks (through attainment meetings) in order to reflect on learning, attainment and planning processes. (JS)	Nursery staff have an awareness of continuity and progression within early level. Nursery staff can use benchmarks and a variety of assessment evidence to discuss progress of individual children within maths and literacy and adjust next steps in learning accordingly.	Through attainment meetings staff will be able to reflect on their learner observations and evaluate the impact of their role within.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p>		

Date:

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Self-evaluation through HGIOS4 and HGIOELC is intertwined through Staff Development Activities.
- Discussions with staff at PRD and SLT open door policy allows staff to talk to SLT as and when required.

Overall evaluation of level of quality:

(brief description)

- Staff have worked hard to become familiar with the benchmarks and expectations of learners throughout the curriculum.
- Staff, children and parents views are sought when developing the school improvement plan.
- Staff feel that development is too ambitious and time has been spent on developing the Working Time Agreement to ensure that time can be spent in class to develop their practice at the chalkface.
- Staff are encouraged to take part in updating their practice through CLPL and courses are highlighted via email announcements and ALDO.
- School Improvement priorities are selected based on the need of the school and the local, regional and national priorities
- Leadership at all levels varies, with some staff having clear direction in leadership at class and school level apparent in their professional review and development.

- Observations in class with professional dialogue between peers and SLT requires to be developed to ensure a robust quality assurance model to allow critical thinking and development of pedagogy.
- Most staff have a positive outlook on progressing change for the sake of the learner and will often take school improvement into their class and carry out small tests of change.
- The School Improvement Plan is monitored termly and evaluated with staff at collegiate meetings. It is seen as the reference point to school change to ensure depth, clarity and progression.

Level of quality for this QI:

(HGIOS?4 1-6 scale)

3- Satisfactory.

3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Overview:

(narrative across this theme and various QI's)

- All staff show commitment to developing the young learner and are reflective on how to improve children's behaviour to help promote learning.
- Child Protection and Safeguarding are high on our agenda and clear succinct and robust policies and practices are in place to ensure swift action is taken. All staff are trained annually and a robust induction procedure is in place for new staff.
- Aberdeenshire Frameworks are now embedded in practice and are referred to during planning and attainment meetings.
- A clear and detailed tracking tool is used to ensure that children's progress is monitored from Ante Preschool to Primary 7 and predictions for end of year tracking takes place each October/November.
- Gaps in progression and depth are continuing to be identified in maths and materials and training is being identified to ensure that key learning is not missed out.
- Development of whole school Makaton allows all children and staff to communicate with all learners.
- A robust and responsive ASN team continue to be developed and flexible to the ever changing needs of children who come into our cluster.
- Planning with children using E&O, Frameworks and the seven principles of CfE is beginning to be embedded with teachers using this for IDL. Discrete planning continues in Maths, Literacy and Health and Wellbeing.
- Children are becoming more confident at being risktakers with their goals in education. Development in setting achievable and meaningful targets are slower but moving in the correct direction.
- Attempts are made to engage parents in a variety of ways and Meet the Management, Open Afternoons, alongside electronic communication has helped parents to leave feedback to make the learning experience even better. Parents have a say in helping to establish classes.
- We are beginning to develop a strong role in Early Intervention in Literacy and use the data we hold on individuals to ascertain reasons for gaps appearing and how we can close these gaps with educational intervention.
- Nursery and early years staff (in conjunction with partner providers) have planned and led improved transition arrangements both into Nursery and into Primary One.
- Family learning work is being undertaken in the nursery through home packs and parent workshops.
- The Nursery is developing a Forest Schools Programme using the school grounds to extend and enrich learning across the curriculum.

Key strengths:

- There is a very strong “stretch mistake” ethos in the school, allowing learners to see that they can meet their potential.
- Tracking and planning are becoming one and are beginning to be used to progress learning and help children to meet their potential.
- There is a positive ethos in getting it right for every child and developing an inclusive environment where all learners are welcome and those with ASN are being catered for.
- Support Staff are aware of needs of children and will reflect this in PSA discussion meetings.

Identified priorities for improvement:

- To develop maths resourcing with Numicon, linking it to the frameworks and tracking sheets to allow for a balance, broad and in-depth progressive learning environment.
- To introduce previews in homework through the learning pit. NB: The learning pit itself may not be covered until next session – this will be reviewed in November.
- To increase the opportunities for sharing progress and next steps with parents throughout the year by revising the reporting procedure and providing a focus on Family Learning in Next Steps.
- To use data, to identify children who are at risk of missing out and providing an Early Intervention approach to closing the gap in literacy.
- To develop sensory rooms with support staff having a lead and crucial role, identifying children who show behaviour that can often be misconstrued as “bad” but actually need sensory stimulation to engage their learning.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To review the maths resources available in the school and how they, with the Frameworks, progress sheets and Numicon, can be used to ensure pace, progression, depth and challenge. (All staff- training). A Millard Overseeing - December 2017</p>	<ul style="list-style-type: none"> • Maths will be progressive and vital skills will be experienced in a logical pattern and framework to ensure pace and challenge as well as depth. 	<ul style="list-style-type: none"> • Professional discussions around Planning and Attainment Meetings. • Standardised testing. • Data recording of progress throughout the year and setting a figure of 2% increase in Numeracy at all stages.
<p>2. To introduce a robust and meaningful homework policy that has learning rather than repetition at its focus, based on Hattie's research. (All Teachers). – E Allen June 2018</p>	<ul style="list-style-type: none"> • Children will be thriving to learn and will use home opportunities to develop knowledge in the areas of school that they are developing. • Skills based learning will become more apparent in school with children bringing knowledge to their classrooms. 	<ul style="list-style-type: none"> • Training provided by James Nottingham on Previews and The Learning Pit. • Review of our current homework and how Previews can fit into this. • Consultation with parents on what makes homework and how home learning can support this.
<p>3. To create a robust and thorough reporting system to parents that allows for a year long report that will involve, face-to face, open, assemblies and written reports. (all Teachers) G Boyd. (J Smith in nursery)- June 2018</p>	<ul style="list-style-type: none"> • Parents will have a holistic view of their child and will be involved as a learning partner with their child. 	<ul style="list-style-type: none"> • Feedback comments from staff, pupils and parents. • Feedback in the reports. • Quality Assuring the reports to ensure consistency. • Peer moderation of reports. (anonymised)

<p>4. To train PSA in sensory awareness and be come aware of children who would require this support to allow them to engage in learning. –Nov 2017</p>	<ul style="list-style-type: none"> • Children will be ready to learn and will be the best they can be. • PSAs will feel valued in their commitment to develop into leaders or learning. 	<ul style="list-style-type: none"> • Training provided by Ed Psych and time given to reflect on leadership approaches.
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Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- SLT and class teachers regularly monitor children's progress through planning tracking and monitoring as well as class teacher daily observations.
- School referral team meetings take place 5 weekly to ensure that the Support for Learning need matched the needs of the children and school.
- Assessment is integrated into our learning and teaching and good practice of assessment before progress is apparent in many stages, particularly in maths.
- Learning Council is established to discuss the learner's point of view in learning activities.
- Forward planning is done with rather than to the children and used as a way to assess prior learning and to ensure children experience personalisation and choice.
- Termly feedback to Parent Council and two way conversation allows parents to voice their opinions and findings on how their child is progressing at school.

Overall evaluation of level of quality:

(brief description)

- Our learning environment is based on a nurturing model where children are respected and valued.
- A clear emphasis has been put on developing resilient, confident, learners who are willing to stretch their learning knowing that mistakes are welcome and positive.

- Learners' achievements in and out of school are recorded and celebrated through our interactive screen and token system. It would be advantageous to track these at class level. SHANARRI wall is used in Nursery for this purpose. Home Achievement Sheets are shared at Group Time in nursery to celebrate success.
- Vulnerable and children at risk of losing out are known to their Head of House and Sports Co-ordinator to ensure that targeted intervention is available when and if required. Regular meetings with Health Visitor and Nursery staff ensure that relevant information is shared.
- Learners take an active role in the school and can opt into taking part in Councils or with whole class or school learning and fundraising.
- Staff are beginning to involve children in developing planning related to predetermined E&Os and Framework statements. It would be useful for children to have weekly evaluation lessons as well as explore how to create I can statements.
- In numeracy we have had a strong focus on developing depth and balance to ensure breadth is taking place in session 2017/18.
- Tracking of progress in Literacy, Numeracy and Health and Wellbeing takes place termly, using the frameworks as a reference to pace and challenge.
- Our curriculum rationale reflects where our community is on its learning journey and the needs of the community.

Level of quality for this QI:
(HGIOS?4 1-6 scale)- 4 Good

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview:

(narrative across this theme and various QI's)

- Children in Laurencekirk School are included, happy and successful. We have an inclusive policy where all children, irrespective of their learning needs are included as much as possible in their class.
- Pupil Equity Funding (PEF) is focused on meeting the needs of children who have fallen behind or started off at a lower baseline than others in Literacy.
- PEF is also focused on raising attainment in maths through teacher training and identifying social and transport poverty in our community. We aim to reduce the gap in Laurencekirk Cluster Network where public transport may be an issue to children meeting their full potential.
- The school is fully committed to its responsibility re statutory duties and key personnel are appointed to analyse, observe and record data for LAC children.
- Active schools plays an inclusive part in the school and regular dialogue ensures that targeted intervention of opportunity takes place for those at risk of losing out as well as giving all children opportunities to develop.
- The school has adopted a Visual Communication environment with visuals in place re timetables, signage and instructions as well as 90% of the staff being trained in Makaton.
- Analysis of professionals' judgement versus standardised scores takes place termly and teachers and SLT refer to benchmarks to gauge the learner's place on their journey.
- Support Staff target children and classes according to need rather than equal proportion of time.
- Observations in the nursery capture learning and identify next steps. These should be improved in light of new thinking.
- 2 year olds have integrated well in to our nursery and we now need to develop our processes in order to fully meet their needs.

Key strengths:

- Inclusion of all is at the heart of all the school does.

- Increasingly using data and professional judgement along with bench marks makes professional judgement meaningful and moderated.
- Visual timetables are used in all classrooms with reference to them daily, visual key chains are used in part.

Identified priorities for improvement:

- To ensure that there is progression in maths and that a variety of pedagogy is used to support learners.
- To monitor effectiveness of maths progression by raising the level of attainment in numeracy in P4,5,6 by a further 2%/
- To develop a robust learning focused support staff role in school where demand meets need.
- To explore and develop planning and assessment procedures for 2 year olds within the nursery.
- Transition between classes needs to be developed to ensure succinct, accurate and meaningful transfer of information takes place between professionals.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To become confident in the use of Numicon as another strategy for developing numeracy in the school.</p> <p>Teachers – Introduction in Nov 2017 School based decision on how to take forward – June 2018</p>	<p>Teachers will have a variety of resources that can be used to ensure that mathematics is taught in a stimulating and engaging way giving breadth, balance, pace and depth.</p>	<p>Professional Discussions Peer and professional observations.</p>
<p>2. To adopt a range of strategies using SHM, TeeJay, Numicon, number sense and practical resources to develop maths. Teachers to look at how to develop a progressive framework against the benchmarks and resources available.</p> <p>Teachers: June 2018</p>	<p>Teachers will have a variety of resources that can be used to ensure that mathematics is taught in a stimulating and engaging way giving breadth, balance, pace and depth.</p>	<p>Professional Discussions Peer and professional observations.</p>

<p>3. To make the use of E&Os and I can statements (frameworks) along with the tracking sheets a daily/weekly/habitual occurrence</p> <p>(Teachers – Through Planning meetings and teacher individual planning time. August 2018)</p> <p>4. To develop Nursery Staff knowledge of schemas. This knowledge will be used to develop planning, observation and reporting processes that are fit for purpose. (June 2018)</p>	<p>To become more familiar in the content in each level in maths and to be able to fulfil this content in the allocated timing of a level.</p> <p>Additional 2% Children will meet the relevant levels within the expected timeframe and will have breadth, balance, pace, challenge and depth.</p> <p>Staff will know about the research which underpins schemas and use this to improve their practice. They will be able to use this knowledge to plan learning experiences and inform interactions with children. Recording processes will be developed to capture learning.</p>	<p>Professional discussions, Planning meetings Moderation Quality assurance of jotters Standardised testing.</p> <p>Observations Planning Interactions</p>
<p>5. To develop a succinct and meaningful transition framework- All staff (February 2018)</p>	<p>Staff will be aware of learners needs before August of the new year and will be able to provide quality and paced lessons from day one of a new session, reflecting on the information provided to them.</p>	<p>Evaluations from staff Completion of transition pack.</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

- Ethos in school
- Discussions with parents.
- Paper trails for GIRFEC & Child Protection
- Discussions at Planning and Attainment Meetings.
- Children's reflections on resilience and bounce back.
- Restorative conversations with staff and children.
- Yearly CP training and up to date information on Glow.

Overall evaluation of level of quality:

(brief description)

- We have an all inclusive approach to the wellbeing of our children and young people and their families.
- Regular dialogue between all staff takes place adhoc to pass information on.
- Teachers and SLT use a communication tool within SEEMiS to ensure that those that need to know about the care and welfare of the children they are around can find out information to protect and care for them.
- Most staff feel valued and supported and know that information regarding GIRFEC and Child Protection is taken seriously. A strong sense of community continues to build with more work taking place with the recent addition of Laurencekirk Out of School Club and The Friday Lunch Club being part of our building.
- Relationships across the school community are on the whole positive with parents being able to approach staff and vice versa due to our open door policy.
- Some staff feel confident to speak out at meetings and further work to develop confidence in sharing and being proactive at challenging each other's thought process and research would be beneficial.
- All staff work hard to promote positive relationships in the school, both at structured and unstructured times and are models for children.
- We consider each child as an individual and are beginning to adopt individual plans to address children's barriers to learning, helping them to become the best they can be. More work on recording these in Individual Education Plans would help to show this success.

- We fully engage with statutory duties to keep our children safe, well and achieving all they can. We take part in Multi Agency Meetings, Looked After Children Reviews, and compile reports for Children’s Reporters etc .
- We are ever developing a more inclusive model of learning and teaching in the school, keeping in mind equity and equality does not necessarily mean the same access to all resources.
- Learning Councils, Pupil Councils, Rights Respecting School and Eco Council all admit that they feel valued in their input and the use of suggestion boxes allows children to have their say.
- Equality and Equity run side by side when providing opportunities for children, ensuring that those that are at risk of missing out have a fair playing field for indicating an interest. This methods is also used for the other “isms”, ensuring that no race, sex, creed etc are excluded from activities.
- Early Intervention as well as targeted support in Support for Learning and Support Staffing are directed to the needs of the child. Tracking documents and the regular data analysis from SEEMiS, along with professional judgement, parental feedback and professional discussions with multi agencies, ensures that this is available for the correct duration, avoiding over reliance.
- A strong link with our Educational Psychologist, Intervention Prevention Teacher and the Community Hub, ensures that we have access to specialists who can support our staff professionally to Get It Right For Every Child.

Level of quality for this QI:
(HGIOS?4 1-6 scale) – 4

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Tracking Tool
- Planning meeting discussions
- Standardised Testing.
- Learning Council meetings.

Overall evaluation of level of quality:

(brief description)

- We have worked hard to develop a more robust approach to monitoring and tracking progress in all levels in Maths, Literacy and Health and Wellbeing. Teacher's professional levelling is recorded and challenged through the frameworks and professional discussion. Standardised scores are used as a starting and discussion point.
- Literacy and Numeracy have on the whole raised across last session with significant improvement in almost all levels in reading, writing and maths.
- Early Intervention in literacy, using standardised scores as our baseline saw almost all who received the additional input progress faster than was expected.
- Tracking meetings and School Referral Team meetings lead to discussions about children who may require targeted support through the Single Agency Plan or universal services (Support for Learning). Part of this reflection involves ensuring that children who require support in transition are given extended opportunities. A member of our Support for Learning staff has a leadership role in providing extended transition opportunities as well as meeting with parents in P6 and P7 to ensure needs are being met in transition to secondary school. Transition with our nursery Partner Providers is also well established with support meetings between professionals and parent and child visits taking place regularly. Our own Nursery children experience transition from day 1 by taking part in various activities with the school.
- Tracking sheets show progression over time and we continue to build a picture of progression termly and year on year.
- Achievements of all learners are recognised at school, class and community level. Children are praised and commended at class and often at assembly. The plasma screen allows all to see achievements. It would be useful to open this up to a regular assembly spot.
- Achievements are tracked on a spreadsheet and involvement in extracurricular activities run in partnership with the school are logged in our tracking sheet, helping us to see the full picture of the learning journey.
- Outdoor learning varies across the school with some teachers using it as a catalyst for learning whilst other use it as a setting for taking learning outside. Nursery make excellent use of the school grounds.

- We are very aware of barriers to learning in most shapes and forms and have high profile in Makaton, CALMS, small sensory and gross sensory skills experiences. Our Enhanced Provision also provides life skills support for children who require this. Pupil Support Assistants are timetabled to target children who require support ensuring that equity does not mean equal support for all. PSA targeted support can include social, emotional and curricular themes.
- Children have a say in their learning experiences through the planning process and experiences are quality assured through our Learning Council.
- We have a varied involvement in the community with pensioners supporting our gardening club, choirs singing in the community and recently the inclusion of out of school club and the pensioner's lunch in our building. Further effort in enhancing these opportunities to mix and support our community would be beneficial.

Level of quality for this QI:
(HGIOS?4 1-6 scale) 4 Good

5. What is our capacity for improvement?

(To include comments on:

- The overall capacity for improvement in school is good. This is based on the following aspects within the school:
 - Levels of staff engagement in the School Improvement Plan and commitment to develop is good
 - Young people in the school show a sign of respect towards being committed to learning.
 - The SIP is based on the agreement of timing by the Working Time Agreement.
 - Staff have their 35 hours CPD available to them to develop individually and to be professionally responsible for developing their own skills further; linked to the SIP, Local Authority Planning and National Picture.
 - A very good Parent Council link with SLT has been established and work to improve the school and be part of the improvement is welcomed
- Aspects that could impact adversely on the capacity for further improvement include:
 - Supply staff availability.
 - Development taking longer than expected and therefore having to renegotiate the Working Time Agreement.
 - Budgetary Constraints.

6. Record of updating

Date	Amendment made	By who	Comment
26/8/17	Initial typing and SLT meeting	G Boyd	
5/11/17	Nursery comments added	G Boyd	
9/11/17	Typos and grammar	Graeme Boyd	
15/11/17	Ratified at Inservice day with teachers.		